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This curriculum guide aims to provide practical assistance for the teaching of communication skills at all levels of secondary school instruction. Material is organized under four main headings--listening, reading, speaking, and writing. Objectives to be attained in each area are listed along with appropriate activities arranged in increasing difficulty from beginning skills, through intermediate, to advanced. The appendix includes lesson plans, special units (e.g., a "teletrainer" unit, a newspaper unit, an advertising unit), tips for spelling and oral drills, games for developing communication skills, an introductory test, a bibliography, and a list of equipment and materials needed for the learning activities. (LH)

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A TENTATIVE CURRICULUM GUIDE FOR COMMUNICATIONS

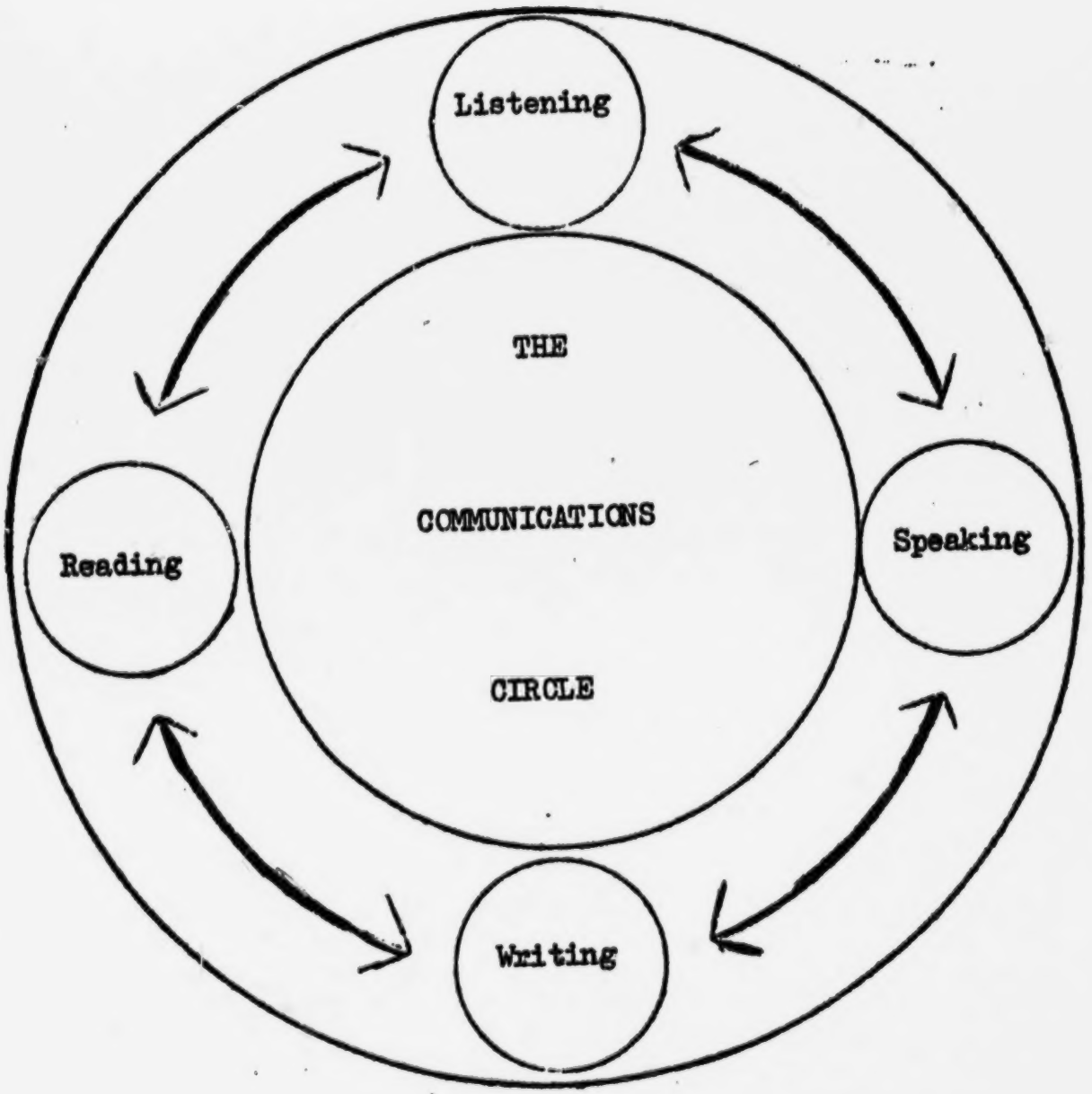

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TABLE OF CONTENTS

Preface..... i

Starting Tips.....iii

Specific Objectives in Listening..... 1

Listening Objectives and Activities..... 2

Specific Objectives in Speaking..... 11

Speaking Objectives and Activities..... 12

Specific Objectives in Reading..... 17

Reading Objectives and Activities..... 18

Specific Objectives in Writing..... 28

Writing Objectives and Activities..... 29

Appendix..... 35

PREFACE

Our major aim in this CURRICULUM GUIDE FOR COMMUNICATIONS is to provide practical teacher assistance. Listening, speaking, reading, and writing are the means of expressing and receiving ideas and emotions. While these skills cannot be separated in reality, they are separated here for convenience of objectives, stated specifically with parallel activities. These skills are common to every level of instruction and should be emphasized and expanded on each succeeding level.

Probably our greatest responsibility to students is to train their growth in all facets of interaction. AWARENESS is a first of these facets in communications, and sometimes this must be taught. By ascertaining what facts or ideas the pupils already know and can use, the teacher performs the double service of increasing awareness and establishing a basis for new ideas and/or facts. In this type of activity lies built-in motivation. The students are stimulated to develop <u>more</u> skills because of their increased success in handling those which they already possess.

This GUIDE does not provide an OUTLINE OF CONTENT to be covered; instead, it supplies lists of activities leading to specific, measurable objectives.

This booklet can be used:

to serve as a course of study for secondary school classes in COMMUNICATIONS

as a supplement for Communications Laboratories

to augment the English curriculum

The imaginative teacher can surely add many ideas in all areas and can draw even more suggestions from the students themselves. Those who prepared and now distribute this GUIDE welcome your comments and suggestions.

On all pages headed OBJECTIVES AND ACTIVITIES, the blocks contain activities increasing in difficulty--as you read down the columns. The top square could be called level A, beginning skills; the middle square level B, a little more advanced; the bottom square level C, still more advanced. This order is by no means binding and should be consolidated and adapted as needed.

The APPENDIX offers assistance of a different type. There are lesson plans which a teacher may use--all or in part; units which have been used and proved effective; suggestions for making units and plans. Another important item is a description of games suggested among activities; we cannot presume that anyone would know them all. The bibliography is comprehensive enough to include something available to almost everyone.

STARTING TIPS

A. START WITH YOURSELF

1. Be sure your own attitude is right for the classroom. Each pupil is a person.
2. Keep the fine but important line between teacher and pupil. Friendly doesn't mean "buddy."
3. Be sure that your appearance causes no untoward distraction.
4. Use your voice as your most important teaching tool; proper stress, pitch, emphasis indicate poise. Yelling is just the opposite.
5. Have every activity well-planned. Try to predict pupils' responses, and be ready to cope.

B. MAKE YOUR ENVIRONMENT HELP YOU

1. Have room properly lighted and ventilated.
2. Keep room attractive and appropriate for your area of teaching.
3. Keep on display something related to what you are teaching.
4. Place current, colorful, illustrative pictures on bulletin board.
5. Place on blackboard, bulletin or flannel board daily needed items such as date, teacher's name, notices to students, etc.

FLOATING TEACHERS: Prepare a topical, portable bulletin on roll similar to a window shade. Have committee of pupils in each class help with it. Rotate duty.

C. BE ABLE TO IDENTIFY YOUR PUPILS QUICKLY.

1. Whether a list of pupils is given to you or not, have them make tags with name, section, seat number and row.
2. Use these to make seating charts so you can call everyone by name immediately.
3. Insist on same seating arrangement unless you change it for a definite reason.
4. Note and remember individual traits to help you in better learning them.
5. Provide immediate responsibilities for as many as possible.
6. Have pupils try to recognize this as a type of communication.

D. INVOLVE PUPILS IN EVERY STEP

1. Don't tell them; get them to tell you!
2. In making your plans, include getting pupils' ideas about each aim.
3. Include their ideas about achieving each aim.
4. Help them to realize that self-directed learning is most beneficial.
5. Establish, with their help, methods of self-evaluation. Set up a check list.
6. Involve them, not only in content aims, but also in classroom order, organization, and discipline. "Deportment Lists," made by students, is a sure way of getting their cooperation in class management.

E. IDENTIFY YOUR CONTENT AREA

1. Discuss the term communications.
2. Differentiate between the work in regular English classes or in reading courses. (If this guide is used as an adjunct to a regular English class, make this concept clear for the units).
3. Determine what the communications skills are: listening, speaking, reading, writing.
4. Impress pupils with the important, fundamental need for each.
5. Have them list such needs in areas of entertainment, vocation, etc.

F. ESTABLISH SENDER-RECEIVER CONCEPT

1. The three essentials are: sender, message, receiver.
   Readers receive messages from writers.
   Listeners receive messages from speakers.
2. Messages may be signaled by gestures.
3. Sender and receiver must have an "agreed-upon" meaning. (Ex. The thumb gesture of a hitch-hiker or a baseball umpire)
4. Check on what careers require gestures most.

STARTING TIPS

G. HAVE REACHABLE GOALS

1. Have pupils help set up aims for each unit or segment.
2. Have clear objectives, specific and measurable.
3. Help pupils see goals in terms of the activities that accompany each.
4. If, in spite of all, goals are not attained, frankly reassess. Make a fresh start and benefit by that error.
5. Use uncomplicated approaches in all lessons.

H. RELATE THIS COURSE TO OTHER CONTENT

1. Establish concept that communication is basic to every relationship.
2. Use examples and problems from their textbooks whenever possible.
3. Credit work from other classes which may be pertinent.
4. Work with other subject teachers to correlate ideas and activities.
5. Use their school and community activities as means of establishing aims, procedures, etc.
6. Make "now" as relevant as the future.

I. USE ROLE-PLAYING IDEAS

1. Use role-playing to establish concepts in any areas.
2. Vary as follows:
   charades-----auditions-------
   interviews-----silent or oral
   commercials-----skits
3. In interviews, exchange roles of interviewer and interviewee.
4. Include the reluctant or shy pupil.
5. Expand their knowledge of careers through role-play and games.
6. Interpret slang through role-playing.
7. Interest them in ways of cooperation rather than hostility by role-playing.

J. WORK WITH MASS MEDIA

1. Define media; have examples discussed.
2. Develop concept of human senses as key to understanding.
   a. The printed word (sight)
   b. Radio (sound)
   c. Television (sight and sound)
   d. Motion pictures (sight and sound)
3. Suggestions for classroom use:
a)Use newspapers and magazines as sources for learning. b)Make specific assignments in radio and TV. c) Have students write for each medium.
4. Discuss impact of media on public life and emotions, standards of living, etc.

K. COMPILE LISTS OF COMMUNICATIONS NEEDS

1. Use this activity as a part of setting goals and as a check list in evaluating learning. Pupils can make separate lists and/or consolidate lists.
2. Have them include activities they engage in now as well as hopes for the future.
3. Expand their vicarious experience into areas they know little of:
   a. Space and related careers
   b. Oceanography and related careers
4. Develop and use these lists as a motivating element as lessons proceed.

L. INCLUDE PUPIL-and-TEACHER EVALUATION

1. Set up your own check list.
2. Have pupils do same from their point of view according to their learning aims.
3. If evaluation results are good, check to see if they could be better.
4. If not, find out why.
5. Check to see if results are measurable in any way:
   a. Better work habits
   b. Desire to improve
   c. Increased understanding
   d. More usable facts or ideas
6. Have pupils answer such questions as: "How would you grade this if you were the boss?" (Not in school)

SPECIFIC OBJECTIVES IN LISTENING

To follow directions

To learn facts

To improve habits of concentration

To differentiate between hearing and listening

To increase awareness of listening needs in daily relationships

To identify sounds

To discriminate between sounds

To appreciate sounds in context

To evaluate propriety of language and speech

To discriminate between varying intonations, voice quality, stress or emphasis

To differentiate between main points and details

To differentiate between fact and opinion

To judge critically

To interpret ideas according to a speaker's background

To organize ideas: classifying

To organize ideas: predicting

To organize ideas: recognizing cause and effect

To organize ideas: recognizing or establishing sequence

LISTENING OBJECTIVES AND ACTIVITIES

TO FOLLOW DIRECTIONS	TO LEARN FACTS
Give oral instructions on preparing papers: margins, name, date, skip a line; put an X for beginning paragraph.. Compare with model in longhand on chalkboard or overhead projector. ---- Divide class into teams. Give directions as in "Simon Says." Declare winners...best listeners. ---- Help pupils role-play in such situations as: 1. New boy on the block; tell him how to get to school. Have "new boy" repeat. 2. You are a guide in school. Direct visitors to library, cafeteria,etc.	Use any Listen and Read tape. Make the primary aim the learning of predetermined facts. ---- Use the "lead" paragraph of news stories to check listening for facts. Pupils may bring in clippings. ---- Prepare a tape containing facts about your school. Pupils tell how many different facts; ask a question to elicit the number of facts given on tape.
Give series of instructions to result in a geometric figure if exact. Ex. "Place pencils in center of paper. Draw a line upward 2 inches. Turn line left 2 inches. Turn line down 2 inches. Turn line right 2 inches. Do you have a perfect square?" Think out others. ---- Role-play: Man on the street asks way to bus station. Repeat directions. ---- Tape an explanation of how to make or do something. Have pupils take turns repeating step by step or in entirety. ---- Have pupils think of and work out other role-playing situations such as those in the block above.	Read short selections from their own science or social studies texts. Check this listening skill with questions. ---- Use radio and television in the classroom and for home assignments. Have pupils listen to information-type programs or watch channel 26. Their follow-up discussions can be done on an individual, group, or panel basis.
Give each pupil a game, puzzle, or teacher-made kit. Give oral directions to complete. ---- Provide each pupil with an envelope containing printed strips. Give oral instructions as to how they should be arranged. If correct, a story is put together in correct sequence. ---- Play "Echo Game" such as, "Look in the cabinet and get 5 pencils, 9 notebooks, a box of rubber bands, and a handful of paper clips." Pupil should repeat. Simplify or make more difficult as needed.	Have several pupils read to class: 1. notes from other classes 2. home assignments 3. book reports Assign other pupils to briefly discuss, review, or evaluate what they heard. Continue this objective in other areas needing recall.

LISTENING OBJECTIVES AND ACTIVITIES

TO IMPROVE HABITS OF CONCENTRATION	TO DIFFERENTIATE BETWEEN LISTENING AND HEARING
Read or play tape of story to class. Pupils listen and answer questions about story. ---- Lead pupils in games which involve rhyming or words in sequence. ---- Teacher states a series. Pupils recall. Extend length of series as class progresses. ---- Do command game. Permit students to give commands also. ---- Give each pupil a brief reading selection. All put heads down and close eyes. Teacher taps person to read. Identify.	Discuss idea of background sounds while studying. ---- Discuss the idea of focusing one's attention on one speaker while tuning out distractions and environmental sounds. Compare to a painting where one image is emphasized and others are in background. ---- Play music while giving assignment. ---- Take the listening skill quiz on p. 10 of Using Good English 9.
Play Folkways "Call and Response" record. Pupils listen and follow directions. ---- Play a record with a vocalist. Record should be unfamiliar to students. Have them recall as many lyrics as they can. ---- Have pupils bring records. Start in middle of song or poem for identification.	Discuss background sounds (radio, TV, record player, conversation) while studying or listening for instructions. ---- Discuss the relationship between thinking and listening. ---- Determine whether pupils merely hear TV commercials or really listen to them by having them match up slogans, jingles, catch words, etc., with the products being advertised.
Play series game. ---- Play command game. ---- Do lesson 10 in Lend an Ear, pp. 80-3. ---- Supply a missing number in a series. ---- Play "What Comes Next?" game.	Discuss homework and TV, etc. Demonstrate in class if needed. ----Discuss talking at concerts or other public performances. ---- Do lessons 1 and 2, Unit 2, "Let's Talk It Over," Success in Language and Literature, pp. 54-58. ---- Read several sentences with loaded words. Have pupils tell whether they would be pleased or insulted by such remarks. Include words such as bossy, enthusiastic, dutiful, fanatic, perfectionist, adventuresome, etc.

LISTENING OBJECTIVES AND ACTIVITIES

TO INCREASE AWARENESS OF LISTENING NEEDS IN DAILY RELATIONSHIPS	TO IDENTIFY SOUNDS
Do lessons 1, 9, and 10 in "Let's Talk It Over." ---- Have pupils listen for words, phrases, or sentences which suggest an argument. Have them list orally the remarks that show agreement or disagreement. Then have pupils substitute pleasant or complimentary words for "insults" to reduce cause for arguments. ---- Play "Rush Hour" game. See Success in Language series, Unit 2, "Lend an Ear," p. 80.	Play and follow instructions on Listen and Read tape #3. ---- List all the sounds you hear now, on the bus on the way to school, or at any other given time. ---- Do same as above with closed eyes. ---- Teacher provides sounds with props: bell, whistle, etc. ---- Use musical instruments for identification.
Have pupils recall something entertaining that they heard during the past 24 hours. ---- Read to class the story on p. 1 of Language for Daily Use 6, 1964 edition. Use the Teacher's Edition so that the procedure explained on p. 1 may be utilized. OR, read any story where listening carefully helped to save someone's life. ---- Use other stories which can produce the same result.	Play Listen and Read tape #3. Pupils discriminate between meanings of sounds. Identify type of speaker, what he does, why he sounds as he does. ---- Teacher makes sounds with props while pupils close eyes. Drop keys, tap glass, etc., in different areas of room. Pupils identify sequence and location of sound. ---- Identify solo instrument in a familiar song. Sketch instruments on paper or board.
Do a more complex version of the "Command Game." ---- Have pupils listen for inferences in such sentences as, "I don't think I'll go with this crowd." Have them connect inference with propaganda, planting of facts, intonation.	Play Listen and Read tape #3 for discussion in depth--why these sounds are identified with certain animals, people, or circumstances. ---- List sounds which go with certain jobs and what they tell passersby. Use Radio Project 390 programs on tape. ---- Increase number of prop sounds beyond pupils' attainment. If they can do 10, raise to 12 or 14. Challenge them by placing props in more areas in and out of the room. ---- Identify two or more voices or instruments in recorded concert or conversation.

LISTENING OBJECTIVES AND ACTIVITIES

TO DISCRIMINATE BETWEEN SOUNDS	TO APPRECIATE SOUNDS IN CONTEXT
Have pupils listen to "Occupational Sounds" tape from Radio Workshop (390). ---- Have pupils discriminate between various sounds of musical instruments. ---- Have pupils listen to different sounds. Ask them if sounds are pleasant or unpleasant. ---- Work on words which have similar sounds. Act out meanings. Ex. - ball - bald; ice - eyes; tide - tired; homes - Holmes.	Play the "Sounds Sequence" tape from Radio Workshop (390), or a similar tape in which a story is told in sound. Have the students listen, and write the story. ---- Have the students listen to background sounds taken from movies and describe the scene. Use music from horror, mystery, love, and western movies. ---- Work with homographs where context is only clue to meaning. Have pupils evidence understanding by synonyms, acting out, etc. Ex. - He will <u>board</u> the train. A duck has a flat <u>bill</u>.
Have pupils listen to "Occupational Sounds" tape from Radio Workshop. ---- Have pupils listen to musical instruments for the difference between high-low, near-far, loud-soft. ---- Increase in complexity the use of and questions for musical instruments. ---- Discriminate between present tense and past tense. Ex. - Now or yesterday? "I pressed my jacket." "We play baseball." Have them listen to each other and verify. Use tape recorder.	Decode and sequence sounds in a story such as the "Sound Sequence" tape. ---- Use background music from different types of movies as noted above. ---- Play "What's Happening Now?" game. ---- Read poetry and have pupils suggest pertinent background sounds. ---- Do same with meaningful sound effects in original skits. Record and evaluate. ---- Have pupils do imitations and sound effects for classmates to guess. ---- Continue ear-training with words.
Have pupils listen to an orchestration for ability to discriminate between sounds of chords, familiar melodies, etc. ---- Play the "Occupational Sounds" tape. ---- Use nonsense syllables and/or words which are similar in sound to real words. Discuss and identify. ---- Continue and increase in difficulty word discrimination.	Play "Johnny, Get Out of the Kitchen" game, or "What's Happening Now?" ----- Plan role playing situations, for ex., a person's reaction to a shot versus backfire. ---- The students should pretend blindness and explain where they are by the sounds around them. Use special sound effects to simulate different places. Ex. - Caller in a station; paging in a hotel or hospital, etc.

LISTENING OBJECTIVES AND ACTIVITIES

TO EVALUATE PROPRIETY OF LANGUAGE AND SPEECH	TO DISCRIMINATE BETWEEN VARYING INTONATIONS, VOICE QUALITY, STRESS
"Change gears": Discuss idea of propriety in using formal, informal, colloquial language. Role play examples of each type. ---- Have pupils list and define slang in current use. Decide when and to what extent it should be used. ---- Make and play a tape in which long outdated slang expressions are used. Ask pupils to note the expressions that they think may be slang. Point out how some slang becomes accepted as standard speech while other expressions are quickly discarded.	Have students demonstrate different emotions by changing inflection, emphasis, cadence, and phrasing. Have other students tell which emotion is being demonstrated. ---- Using the same statement each time, change inflection, emphasis, and cadence. Ask students to interpret each statement. For example: Where <u>were</u> you? <u>Where</u> were you? What did you <u>do</u>? What did <u>you</u> do? What <u>did</u> you do? <u>What</u> did you do?
Combine activity 3 above with speech activity of column 1, page 12. ---- Use teletrainer to make social and business calls. Have pupils listen carefully and evaluate those making calls. ---- Discuss situations when standard or non-standard speech is acceptable. ---- Teach synonyms as a source for making appropriate choices. Introduce pupils to Roget's <u>Thesaurus</u>. ---- Discuss good taste and consideration for others in speaking as well as in listening.	Demonstrate emotions. Listen to same sentence, but with different voices, different intonations, different stress. Note variations in interpretations. ---- Combine with speech activities, p. 14. ---- Use <u>Success in Language</u>, Unit 2, lesson 6, pp. 68-70, "We Learn Language by Listening." ---- Relate changes in pitch and stress of voice to punctuation marks in writing.
Use teletrainer for more complicated role playing situations such as: 1. Posh club, <u>or</u> 2. Swinging joint ---- Use "Lend an Ear," lesson 2, p. 56. Have the reading selection read aloud. Then have pupils evaluate Willie's remarks on the basis of: 1. grammar 2. attitude 3. courtesy 4. appropriateness	Demonstrate various emotions or attitudes by listening to the same or similar sentences said in different ways. ---- Have pupils make up short skits with a message or moral. Present and discuss. ---- Use oral reading as a means of improvement.

LISTENING OBJECTIVES AND ACTIVITIES

TO DIFFERENTIATE BETWEEN MAIN POINTS AND DETAILS	TO DIFFERENTIATE BETWEEN FACT AND OPINION
Play recording of famous speech. Have students listen for main ideas. ---- Tell or tape anecdotes. Have pupils listen for main ideas. ---- Have pupils give main points of a TV story or movie. Evaluate for relevance. ---- Read a set of rules, directions, etc., for pupils to divide into categories. Set up each category as a main point. Add significant details. (outline form)	Compile ads that persuade. ---- Have pupils make up ads. ---- Use these ads in addition to television and radio commercials. Pupils are to rewrite them with facts and then with implications. ---- Have pupils listen for "signs" of opinions labeled as facts. ---- Set up criteria for judging facts. ---- Use news stories as basis of facts. Read in opinions to be recognized and rejected by pupils.
Pass out lead paragraphs of news stories. (Be sure each is understood.) Read out headlines which have been cut off. Pupils match. ---- Have pupils take notes from lectures which may be taped ahead of time. ---- Have pupils outline from lectures. Progress from simple to more complex outlines in order to include more details. ---- Teach that writing and listening at same time might not work well at first. Write one word as a reminder of the thought.	Have committee of pupils report on a speech, discussion, or commentary and point out statements they consider to be opinions rather than facts. ---- List words which are suspect when we analyze propaganda. ---- Provide <u>Listen and Read</u> tape #22 for propaganda analysis. ---- Listen to speakers and try to judge facts from opinions.
Establish use of a code for determining main points. Ex. - Put a + sign before main points, a - sign for details. Put in correct form later. ---- Have pupils figure out main idea of a mystery story, when not stated, by adding up clues. ---- Read a selection to class. Assign one group to listen for and report on main ideas. Assign another group to listen for and report on details and supporting ideas.	Listen to radio newscasts, editorials, panel discussions, in class or at home. Sift facts from opinions. ---- Tape newscasts--one with and one without commentary--to get students' ideas. ---- Students bring news items with propaganda marked in red, opinions in green, facts in blue. Exchange, read, and comment. --- List words which identify opinions.

LISTENING OBJECTIVES AND ACTIVITIES

TO JUDGE CRITICALLY	TO INTERPRET IDEAS ACCORDING TO A SPEAKER'S BACKGROUND
Determine what propaganda is. ---- Make up commercials which deliberately slant the truth. ---- Have pupils listen to radio and TV programs which would probably have elements of propaganda: news, panel discussions, commercials, campaign speeches. They will report their findings to class. ---- Have pupils dramatize their ideas about one of the following situations: a. Convince friend to go to movie <u>you</u> want to see. b. Make brother watch your program.	Take one political or social issue and have students tell how different leaders would react. ---- Role play the following situations: 1. A student supports the idea of having dancing in the cafeteria after lunch. How would the following people react: the principal; the Student Council president? 2. A citizen makes a speech in support of the government's doubling appropriations for the poor. How would a liberal and a conservative Congressman react?
Have pupils discuss mass media propaganda. (ads, commercials, etc.) ---- Listen and react to <u>Listen and Read</u> tape #22, "Power of Persuasion." ---- Show a picture without a caption. Have original captions made up -- some factual, some which propagandize.	Tape <u>one</u> statement made by several people with different accents: Southern, Midwestern, foreign, New England, etc.) Ask the students to react to each speaker's statement. ---- Assign pupils to listen to television or radio panel discussions and report on how each participant reacted to the issue and why.
Have pupils listen to TV program and then write a critique. Compare it with a professional review and with those of classmates. ---- Listen to music or other non-verbal sounds to enrich pupils' critical ability. ---- Do any other activities listed above on a more advanced level.	Have students listen to a tape which states the position of certain leaders on current issues. Stop the recorder after each speaker's position has been given. Read to class a list of statements pertaining to the issue. Have students attempt to match the statements with the philosophy of the speaker.

LISTENING OBJECTIVES AND ACTIVITIES

TO ORGANIZE IDEAS: CLASSIFYING	TO ORGANIZE IDEAS: PREDICTING
Define "classify" and "category." --- From a large group of words, pupils will select and place in the proper columns the words which fit under headings such as: religions, birds, flowers, cars, foods, fabrics, colors, etc. This may be a combination of oral work, boardwork, and seatwork. --- Establish three categories: animal, vegetable, mineral. Read from a list and have pupils put words in proper place.	Read a simple story to class. Stop prior to climax. Ask what can happen. --- Listen to TV and radio serial stories. Have students attempt to predict next day's outcome.
Read list. Choose word that does not belong. --- For the second activity above, add more difficult categories such as political parties, metals, woods, etc. --- Read or tape a list and give pupils opportunity to give their own category titles.	Read a story to class. Stop at intervals and have pupils predict what comes next. --- Predict responses to pleasant and unpleasant statements. --- Show class several book titles. Ask pupils to try to tell what each book is about.
Use activities similar to those above employing more difficult concepts. Have some easy, some more obscure. Main point is to have them think through this basic type of organization while listening.	Students agree on television program to watch. Tell them to predict outcome when program is half over. Have them note and record the time when they either change or confirm their predictions. --- Tape an interview for radio or TV. When interviewer asks question, stop tape and have pupils try to predict what the interviewee will reply.

LISTENING OBJECTIVES AND ACTIVITIES

TO ORGANIZE IDEAS: RECOGNIZING CAUSE AND EFFECT	TO ORGANIZE IDEAS: RECOGNIZING OR ESTABLISHING SEQUENCE
Play a listening game which requires a student to repeat the word, add to it, and keep the sentence going until someone misses. ---- Use "Lend an Ear," lesson 6, pp. 68-9, to teach pupils how poor pronunciation (cause) may result in poor spelling (effect).	Make a chain story. ---- Read stories which employ the device of flash-backs. ---- Repeat numbers in a series. ---- Make pupils aware of the alphabet as a basic sequence example. Also use counting and chronology (a time line, for instance.)
Play listening game with requires each student to listen to a word, repeat the word, add another word until someone misses. ---- Read parts of news stories to class. Have pupils supply the cause after they hear the effect or vice-versa.	Make a more difficult chain story. ---- Identify songs or poems by hearing the rhythm clapped out. ---- Do lesson 11, pp. 83-5, "Let's Talk It Over," Success in Language series.
Play a listening game which requires each student to listen to a word, repeat the word, and add another word which makes sense. ---- Have pupils write chain-reaction stories, read them to class, and see if listeners can distinguish cause from effect.	Make a complicated chain story. ---- Remember the title, author, or the next words of a song, story, novel, poem, etc., after the teacher gives the first three words, notes, or sounds. ---- Do lesson 12, pp. 86-8, "Let's Talk It Over."

SPECIFIC OBJECTIVES IN SPEAKING

To emphasize standard speech in appropriate situations

To correct or improve pronunciation

To emphasize words that should be stressed

To group words into meaningful phrases

To control volume of voice according to need

To increase tonal range

To select and use appropriate replies in interviews

To conclude a spoken statement

To persuade or convince a listener

To promote fluency

SPEAKING OBJECTIVES AND ACTIVITIES

TO EMPHASIZE STANDARD SPEECH IN APPROPRIATE SITUATIONS	TO CORRECT OR IMPROVE PRONUNCIATION
Discuss idea of "appropriate situations." When is our "informal talk" not suitable? ---- Use "Second Language" drill technique wherever feasible. ---- Have pupils give oral book reports. ---- Explain absence to the teacher. ---- Introduce parents to teacher. ---- Apologize for breaking a window pane, a vase, or for losing or damaging a borrowed book.	Drill on words frequently mispronounced such as "get" and "just." ---- Give pairs of similar words. Have pupils pronounce correctly. ---- Teach common words which have two correct pronunciations. ---- Help pupils learn how to accentuate common words which give trouble. ---- Practice tongue twisters. ---- Use examples and methods suggested in almost all language texts.
Use C and P telephone booklets for role playing situations to illustrate standard speech in social and business life. ---- Have pupils write and role play their own conversations on tape or with teletrainer. ---- Give a chalk talk or a talk using map, globe, chart, or picture. ---- Have class write and produce a play for presentation at an assembly program. ---- Conduct club meeting in which pupils plan a field trip.	Demonstrate and tell: 1. how to do a dance step 2. how to play a game 3. how to make a model plane ---- Make a game of comparing and contrasting words often mispronounced: oil -- all during -- doing ---- Give a short speech describing procedure for: tying a knot, ironing a blouse, packing a supermarket bag, cutting a dress pattern, typing an assignment. Other pupils make notes of pronunciation errors.
Use Robert's Rules of Order and show film "Parliamentary Procedure." Have pupils role play Student Council meeting. ---- Establish with class certain guidelines for conversation. Distribute copies to pupils. Have small groups discuss topics they choose. Using guidelines, reporter from each group relates how conversation proceeded. ---- Report minutes from meetings, school activities, weather conditions. ---- Explain how to do or make something.	Provide practice situations by having short talks, brief dramatizations, narrations, choral reading. ---- Enable pupils to evaluate their pronunciation by having them record statements on tape and replay. ----Assign pupils to listen to radio and TV newscasters and try to detect pronunciation errors. ---- Have a pupil read aloud. Ask classmates to raise hands whenever a word is mispronounced. Low scorer wins game. Continue to increase difficulty of material.

SPEAKING OBJECTIVES AND ACTIVITIES

TO EMPHASIZE WORDS THAT SHOULD BE STRESSED	TO GROUP WORDS INTO MEANINGFUL PHRASES
Find an exercise or selection which contains several italicized words. Have pupils read aloud to show how these words should be stressed. Have them explain why. ---- Use lesson in Bright Peaks workbook, p. 42. --- Give each pupil a different sentence to read. Have him tell which words he stressed and why. Pupils make up their own sentences. These may be taped and replayed for evaluation.	Discuss the fact that natural speech falls into groups of words. ---- Find or create sentences which can be phrased easily. Pupils can practice separating sentences into word groups orally or in writing. ---- Prepare word groups on large strips. Give to pupils who will bring them to front of room in correct order and read them in phrases to form a good sentence.
Have pupils make announcements for the day. ---- Practice writing and then saying sentences in which each word may properly be stressed, depending upon meaning. Have pupils explain each sentence in terms of the word stressed in each of several readings. Ex.-- This is my book. --- Give cut copies of jingles and limericks to be read aloud. Point out that certain words must be stressed to sustain rhythm and bring out the humor.	Teach pupils the grammatical relationship of words: noun phrase, compound subject and object, verb and object, modifier and word modified, full name of person or place. Have them make up phrases to match these and say them aloud several times. ---- Use plays and stories to practice reading conversation meaningfully. ---- Do choral speaking.
Pretend to broadcast an exciting news story or sports event. Audience will react to words which should be emphasized. ---- Review some famous presidential slogans: "Tippecanoe and Tyler Too," "All the Way with LBJ." Have pupils recall others. Discuss the reasons for their success. Have pupils make up campaign slogans for a school queen. ---- Have a pupil read the Gettysburg Address while classmates underline words on their copies that they feel should be stressed.	Get a copy of The Junior Speech Arts. Use the exercises on pp. 208-10 and 461-2 for practice. ---- Practice reading statements and poems to learn when and how long to pause. ---- In reading poetry, teach pupils how to sustain thought from one line to the next when there is no punctuation at the end of a line. --- Have famous speeches read in class for practice in phrasing. ---- Use texts that help by using / / to suggest phrasing.

SPEAKING OBJECTIVES AND ACTIVITIES

TO CONTROL VOLUME OF VOICE ACCORDING TO NEED	TO INCREASE TONAL RANGE
Discuss importance of relaxed muscles, good posture, and breath control as factors influencing volume. (See chapter 3, The Junior Speech Arts.) ---- Practice saying the alphabet or counting, going from soft to loud. ---- Use a radio, TV, tape recorder, or record player to illustrate volume control Have pupils tell when, where, and why volume should be soft, medium, or loud. ---- Read poems of differing moods and make volume fit mood.	Teach class that tonal range involves placing of voice, musical tones, pitch, elasticity, quality, and strength. ---- Check pupils' speech to see that they talk through the throat, not in or with it. Help them to relax muscles and use diaphragm. ---- Practice saying alphabet while going up and down the scale. ---- Hum "M" and "N" then change tone into vowels. ---- Sing patriotic or popular songs.
Plan an informal discussion. Have pupils set up standards, suggest topics, and select moderators. Divide class into small groups where voices should be low. Then do a whole-class discussion where pupils must speak louder. --- Have pupil tape a brief statement several times, each time using a different volume level from very soft to very loud. ---- Hold a mock pep rally. Pupils note various levels of volume used and explain why.	Read aloud poems and literary passages which are musical or of various moods and subjects requiring wide variations in tone. --- Record on tape the piano notes B, B flat, and A below middle C. As pupils talk, play tape to check whether pitch is too low or high. ---- Have pupils make up and recite sentences which require certain modulations: "Hush, the baby is asleep." "Hey, the circus is coming!"
Prepare a speech asking for donations to some charity. Determine volume needed for a successful appeal. ---- Instruct each pupil to come to front of room and make a statement. Pupils in rear of room repeat. Vary volume until an acceptable level is attained. ---- Take class to auditorium where each student will talk from stage while class, seated in rear, reacts to volume until it is satisfactory.	Have pupils say, "Welcome, my good friends," as it would be said by: a king, a witch, a presidential candidate, a minister, a swindler, a salesman, etc. ---- Pretend that class elections are coming up. Give a speech for a favorite candidate. Other pupils determine tonal range needed for a successful appeal. ---- Say aloud certain phrases using tones needed to clarify meaning: a sacred trust, a terrible crime, immortal beauty, sorry about that, sweet land of liberty, etc.

SPEAKING OBJECTIVES AND ACTIVITIES

TO SELECT AND USE APPROPRIATE REPLIES IN INTERVIEWS	TO CONCLUDE A SPOKEN STATEMENT
Use telephone to answer an ad. ---- Role play an employer and employee during an interview. ---- Have reporter from school paper interview teachers and pupils. ---- Discuss propriety of such replies as "uh-huh" and "un-uh" during important interviews. Include other situations.	Discuss with class the importance of knowing when to stop talking at the end of a speech activity. ---- Show how a graceful conclusion indicates poise, intelligence, knowledge of subject matter, and maturity. ---- Demonstrate blunt, brusque answers, one word answers, grunts, etc., to show opposite of item 2. ---- Use tape recorder to point up ideas and to improve.
Answer an ad using the telephone. ---- Use two pupils, one interviewer and one being interviewed, for a job. ---- Arrange for teacher to do group interview of class. Pupils will first write answers and then read them aloud. Decide on those most appropriate and explain why.	Make and memorize a list of words or phrases which may be used to conclude a statement: finally, thus, therefore, to conclude, in summary, etc. ---- Outline a report, explanation, or conversation. Write out the final statement. Use it when actually speaking. ---- Bring in and discuss notes on interviews heard on TV or radio. Evaluate. ---- Role play an interview to practice how to: 1. improve the brusque conclusion 2. shorten the rambling conclusion.
Play the part of a sports commentator and interview a famous sports star. ---- Play the part of a TV host and interview a famous movie or recording star, political figure, civil rights leader, space hero, etc. ---- Play the part of a reporter and interview another pupil representing a nurse, doctor, lawyer, mayor, postman, housewife, clergyman, mechanic, etc.	Remind pupils to: 1. make the last statement brief but forceful 2. be sure the last word is clearly audible 3. rehearse the final statement until it is thoroughly familiar. ---- Record and improve.

SPEAKING OBJECTIVES AND ACTIVITIES

TO PERSUADE OR CONVINCE A LISTENER	TO PROMOTE FLUENCY
Give a book review with the purpose of trying to get other pupils to read the book. ---- Give a review of a movie or a television program. ---- Present nominating and campaign speeches for: 1. Student Council officers 2. D. C. Mayor and City Council members 3. President of the United States ---- Conduct a club meeting. Have speakers argue for and against a motion.	Have pupils discuss and recognize the familiar "crutches": I mean---- you know----er--er. Take off points for using them. ---- Try chronological order to tell items. ---- State a recipe or way of constructing a simple object. Think out order of points beforehand. ---- Describe something very familiar. --- Use math and science books to tell what must be done in assignments.
Bring in a product and try to sell it to your classmates. ---- Plan how to persuade the principal to allow the school to have a dance or play records during lunch period. ----- Plan a conversation to persuade your parents to increase your allowance, extend curfew time, or buy something you want.	Have a social club. Plan an event to raise money. Note all discussion. ---- Discuss what goes in the minutes. ---- Study and use proper Parliamentary Procedure.
Persuade class to read a book or see a movie. ---- Plan a debate. ---- Give a pep talk. ---- Conduct a round-table or panel discussion.	Do campaign speeches--rebuttal and discussion. ---- Listen to and repeat accurately the words of an actor, lecturer, or announcer without using the "crutches."

SPECIFIC OBJECTIVES IN READING

To find facts

To follow directions

To interpret non-verbal ideas

To interpret verbal ideas

To understand imaginative language

To differentiate between fact and opinion

To use the dictionary and other reference materials

To solve problems

To draw inferences

To draw conclusions

To improve comprehension

To condense ideas: summarizing; outlining

To organize ideas: central thought or main idea

To organize ideas: to note details

To organize ideas: to establish sequence

To organize ideas: to predict outcomes

To organize ideas: recognizing cause and effect

To organize ideas: recognizing other relationships

To skim

To explore periodicals

Omission of vocabulary skills in this Guide does not imply that they are insignificant. Vocabulary development is, in fact, the most important single factor in the reading process. It must be dealt with separately in in every separate subject area; it should include all established techniques--from the recognition of the alphabet through phonetic analysis, word structure, context clues. Reading and language texts and workbooks are the best source for aid in this broad cluster of skills.

READING OBJECTIVES AND ACTIVITIES

TO FIND FACTS	TO FOLLOW DIRECTIONS
1. Have directed reading by asking questions before reading. 2. Answer questions after reading. 3. Give T - F test on ideas in selection. 4. Assign questions on various topics. ---- Make statements that can be verified in a given paragraph. ---- Have same type of activity for refuting an idea. ---- Have timed contests on locating or verifying information. Teach use of index as aid to finding facts.	Give Introductory Test. ---- Do mapwork. ---- Do Gates-Peardon Reading Exercise, Intermediate FD, "Can you follow directions?" ---- Complete simple forms such as registration forms or order blanks. ---- Make up "silly signs" (buttons, stickers, posters) to increase attention to directions.
Assign questions on news topics. ---- Ask questions beforehand on facts to be found in the reading material. ---- Use true-false test as a check. ---- Use maps, charts, newspapers, graphs. ---- Ditto sentences from newspapers. Students read sentences and answer questions such as: Who or what? What happened? Who? When? Why? How? ---- Use other subject matter books for simple factual ideas. ---- Increase "timing" in difficulty. ----	Give Introductory Test. ---- Follow directions on forms. ---- Pass out cards and ask children to follow the directions on the card. The rest of the class should guess what is on the card. (Example: Pretend you are a bus driver and the bus is filling up. Talk like a bus driver and say what he should say). ---- Write directions for making or doing something on the board. The children read the directions and proceed without any oral explanation.
Teach use of key words for locating specific facts. ---- Use "Stump the Panel" game. ---- Use material from other school subjects. Write a short informative paragraph on the board. Allow students a short time to read. Erase board. The students then answer questions prepared on ditto sheets or on another section of the board. ---- Students read selection which expresses two points of view on same subject. List facts presented under each.	Give the Introductory Test. ---- Do map work involving following directions at more advanced level than the beginning level. ---- Use application forms (job applications, income tax forms, order blanks, charge account applications, etc.) ---- Bring in directions for assembling something or a pattern for making something. Read and discuss. Find out why obscure points are not understood. Keep fairly simple. Newspapers, shop classes, etc., can help.

READING OBJECTIVES AND ACTIVITIES

TO INTERPRET NON-VERBAL IDEAS	TO INTERPRET VERBAL IDEAS
Remove captions from pictures, cartoons. Pupils interpret and explain. ---- Demonstrate and have pupils explain the following gestures: drivers' hand signals, hitchhiker's signal, umpires' signals, V for victory, A-OK, nodding and shaking the head, universal signs like stop signs, sports signals, hand signals like beckoning, orchestra conductor's gestures, facial expressions, red and green lights, graphs, charts, maps, semaphore signals, comics without dialogue, poison signs. Think of and use other such ideas. ---- Discuss careers which depend largely on non-verbal symbols and signs.	Explain newspaper headlines. ---- Interpret point of view of letters to the editor. ---- Read and get the point of comics. ---- Identify the action explained in captions from which pictures have been removed. ---- Read advertisements and try to understand the relative value of merchandise. ---- Do the lesson "Interpreting Verbal Ideas" in Gates-Peardon Reading Exercises.
Read and explain skull and crossbones symbol. ---- Practice reading gas and water meters. ---- Use material in "Signs and Symbols" section of Webster's New Collegiate Dictionary or Webster's Students Dictionary. ---- Read and interpret pictures. ---- Note and explain significance of colors: red=danger, blue=sadness, loyalty yellow=cowardice , white=virtue black=power, death, evil, etc. ---- Add other "message-makers."	Use activity 1 above, increasing the level of difficulty. ---- Evaluate data in charts and tables such as league ratings of professional teams. ---- Identify words we see in daily living such as safety signs, labels, street signs, classroom charts and posters. ---- Interpret editorial cartoons. ---- Do activity 7 above, increasing the level of difficulty. ----
Use appropriate parts of Listen and Read book GL, lesson #16. ---- Practice reading utility meters. ---- Explain weather maps. ---- Decipher Morse code. ---- Translate deaf mute signs. ---- Explain wordless cartoons and comics. ---- Interpret various signs and symbols such as traffic signs, medical and scientific signs, mathematical symbols, etc.	Scramble and reassemble headlines, sub-headlines, and lead paragraphs. ---- Explain cartoons with and without captions. ---- Interpret material from textbooks of other subjects. ---- Do activity 5 above, increasing the level of difficulty. ---- Interpret the point of anecdotes. ---- Make up (for others to read) dialogue and captions for silly or serious pictures. Use real photos or cutouts.

READING OBJECTIVES AND ACTIVITIES

TO UNDERSTAND IMAGINATIVE LANGUAGE	TO DIFFERENTIATE BETWEEN FACT AND OPINION
Give examples of imaginative ideas for pupils to identify and explain. ---- Bring in expressions that you have heard: "Money doesn't grow on trees." Exchange, read aloud, and interpret. Proverbs make good material for figurative language. ---- Search newspapers for ideas. ---- Give "plain" statements to be made figurative: Ex. - He ran <u>fast</u>. (He flew away like a jet.) They moved slowly. (They inched along like snails.)	Study definition of each term. Have pupils provide examples. ---- Provide statements to be completed with a fact or an opinion. Ex. - 1. The costume was _____. 2. Everyone in our room was _____. ---- Use newspapers as source material, for example, 5 W approach as contrasted with editorials. ---- Have pupils create factual statements for discussion and proof. ---- Show how propaganda results from methods of expressing facts and opinions.
Bring in figurative expressions found in newspapers and magazines. ---- Discuss why figurative language adds life to speech. ---- Show how simple exaggeration and slang may illustrate figurative speech. ---- Do lesson on "Developing Imagery" in <u>Reading and Thinking Skills</u>, p. 17. ---- Use poetry as examples. Have pupils bring in poetic samples.	Increase the study of propaganda in this objective. Define and differentiate. ---- Look at advertising in all media. ---- Have pupils make ads which are factual, others which are "covered" opinion. ---- Have pupils list criteria for factual information. ---- Study the "standard clues" used to cover raw propaganda: loaded words, false analogies, bandwagon technique, etc.)
Give students sentences containing various types of figures of speech. Have them identify and interpret the imaginative language. ---- Have students write out figurative language that they have heard in conversations or on television, or found in newspapers. Exchange, read, interpret. ---- Try using "Picturesque Speech" pages from <u>Reader's Digest</u>.	Use Listen and Read (G-L) tapes #22 and 23. Follow directions. ---- Have pupils bring in clippings for identification and discussion. Analyze points. ---- Read a factual statement which pupils should expand into a set of persuasive paragraphs. Have class watch for clues.

READING OBJECTIVES AND ACTIVITIES

TO USE THE DICTIONARY AND OTHER REFERENCE MATERIALS	TO SOLVE PROBLEMS
Alphabetize lists of words by first, second, and third letters. --- Use Silver Burdett Dictionary transparencies. --- Use Thorndike-Barnhart Advanced Junior Dictionary. Do lessons on "How to Use This Dictionary - How to Find a Word," pp. x-xiii. If these dictionaries are unavailable, use other sources to teach guide words, homographs, derivatives, idioms. --- Have pupils bring in dictionaries for comparing to learn how different they are.	Discuss term "problem." See that every pupil has idea of conflict or incompleteness. --- Use other class homework to discuss understanding of what is to be done. --- Use math or science books for problems to interpret. Ask, "What is to be done?" --- Have pupils list teenage magazines. Assign them to read articles on problems which interest them: dating, clothes, parents. Report on solutions offered in material.
Study what can be learned from dictionaries other than word meanings. --- Use school library and assistance of librarian on general references. --- Overview encyclopedias, Reader's Guide, Groves' Dictionary of Musical Terms, dictionaries of synonyms and rhymes, and other indexes. List types of material found. --- Use Thorndike-Barnhart. Do lessons on "How to Find a Meaning," pp. xiv-xxi. Or, use other sources to teach context, word meaning, choosing appropriate definitions, abbreviations, levels of use: formal, slang, etc.	Use "Play Back," the teen column in the Evening Star, and do activity 4 above. --- Ask pupils to name some things they have always wondered about such as, 1. Why is the sky blue? 2. Were there many Negro cowboys in the old West? 3. What is the deepest part of the ocean? After discussion, arrange a class period in the library to find answers which may be shared orally at the next class meeting.
After using several types of reference materials, give students questions such as: 1. To define ____, I will use ____. 2. To look up the history of ____, I will use ____. --- Mimeograph paragraph containing underlined words with more than one meaning. Students read paragraph, look up meanings of underlined terms, and write meanings that fit in with context. --- Use Thorndike-Barnhart lessons on "How to Use the Pronunciations," pp. xxii-xxvii, and "How to Use This Dictionary for Spelling," xxviii-xxxvi.	Assist pupils in making an evaluation of the problems of their neighborhoods. Provide magazines with articles on home and community improvement. Ask librarian to suggest books. Pupils read for ideas on how to plan a model neighborhood. --- Have class list some current major problems: education, housing, health, employment. Allow each pupil to select a topic. Assign him to read material which will suggest answers, summarize reading, and report on his own ideas which might offer solutions.

READING OBJECTIVES AND ACTIVITIES

TO DRAW INFERENCES	TO DRAW CONCLUSIONS
Establish meaning of term , not merely by definition, but by situations. Ex. - My legs were very tired when I got off that crowded bus. (A meaning unspoken.) Establish need for evidence or clues. ---- Use Listen and Read (G-L) tape #21. ---- Use chapter headings to infer general content. Include other subjects. ---- Use news headlines to infer content. Compare student inference with body paragraph.	Clarify difference between drawing conclusions and inferences. ---- Use workbooks and texts that give good practice material, including those of other subjects. ---- Study topic sentences as basis for conclusions. ---- Show how conclusions may be author's own or reader's. Author may not spell it out. ---- Use newspaper and magazine articles on interesting topics: causes for delinquency, need for recreation, goals of protests.
Lead pupils to recall situations where the important idea was implied rather than stated. ---- Role play: 1. A real estate salesman whose copy or speech implies a better situation than is true. 2. A children's camp promoter. Have pupils create other situations. ---- Study how laws of "Truth in Advertising" cause some ad-makers to be devious in language. ---- Read about and discuss character traits which are inferred from action.	Continue activity 5 above with other material for drawing conclusions and giving evidence. ---- Establish difference between conclusions and opinions. ---- Guide pupils away from pitfall of guessing. ---- Locate key words in context as basis for conclusions. ---- Work with "slanted" materials to teach critical judgment of propaganda's conclusions. ---- Use biographical facts to draw conclusions about persons.
Use drama, skits, dialogue to infer character, setting, plot, etc. ---- Secure copies of contracts or guarantees for study of implications which may fool an unsuspecting buyer. ---- Write letters which do not state but infer a bad "character " reference. ---- Reverse above to good reference. ---- Interpret hidden meanings behind sarcasm. Ex. - I just love tripping over your feet! ---- Discuss "guilt by assocation." Find or create illustrative situations.	Use such techniques and topics to establish point of view and conclusions: Library: 1,000 fiction; 50 references; 500 school subjects; 2,000 biographies; 1 periodical. Kitchen cabinet: towels; canned foods; dishes; etc. Picnic places in our city: High school extracurricular activities: Rules for driving a car: ---- Work with material and/or conclusions which had to be revised. Ex. - The world is flat. ---- Debate popular topics.

READING OBJECTIVES AND ACTIVITIES

TO IMPROVE COMPREHENSION	TO CONDENSE IDEAS: SUMMARIZING;OUTLINING
List sentences which answer who, what, when, where, how, why. Students tell which questions are answered in each. ---- Remove all punctuation from simple thoughts. Work out meanings and punctuate. ---- Use language-experience approach: i.e., pupils tell things (hobbies, happenings, etc.) which are then written up for peers to read and discuss. ---- Make use of typographical clues: italics, abbreviations, etc. ---- Use every item of context to help.	Use all "main idea" skills to work on concept of summarizing. ---- Prove the relevance of any details to be included. ---- Expand from one-sentence summary to include 2 or 3 details. ---- Have ideas, stories, etc., read orally and condensed orally. ---- Use topic and sentence outlines. ---- Insist on standard form in outlining. ---- Use newspaper and magazine summaries. Have pupils imagine points which might have been omitted.
Separate news headlines from body paragraphs. Pupils must match them properly. ---- Use directed reading approach: i.e., ask questions beforehand for specific information; use key words to direct reading to particular idea. ---- Use oral reading techniques to establish use of voice in comprehension. ---- Use other subject-matter texts as means of general comprehension. ---- State or write out statements. Pupils must verify or refute.	Use their social studies or science books which usually have good, simplified organization. ---- Discuss needs for condensing ideas. Make a comparison of paragraphs from a condensation and a full text. ---- Assign summaries to be made from reference books. Do the same for outlines.
Use T - F statements to check understanding. ---- Have pupils find key words. ---- Continue to work on punctuation as one clue to meaning. Use some sentences which change meaning: Ex. - Now we are going to eat, Mother. Leave out the comma. ---- Combine all the specific skills into this one because of its overall relevance. ---- Include pleasure reading: drama, stories, comics, etc.	Reverse order: Tell a story from an outline. ---- Condense in paragraph form material from a pleasant story. Do same with outline. ---- Increase each type of activity in degree of difficulty according to need. ---- Use Listen and Read (G-L) tape #17.

READING OBJECTIVES AND ACTIVITIES

TO ORGANIZE IDEAS: CENTRAL THOUGHT OR MAIN IDEA	TO ORGANIZE IDEAS: TO NOTE DETAILS
Ascertain whether pupils have concept of main idea by such devices as: 1. Show a picture made up of many details. Ask for main idea. 2. Make sentences to be chosen or rejected as main idea of a short paragraph. 3. Cut headlines from body of newspaper items. Pupils must select proper ones to fit. 4. Use key words to be chosen or rejected as central idea. 5. Make 10-word telegrams from long messages. Note: All good reading workbooks give ideas on this.	Have this skill follow "main idea" very closely or actually combine the two. ---- Use body paragraphs in news stories. ---- Reverse idea of using pictures for main idea to specifying details. ---- Work up many detail-items about a subject familiar to all. Include some items that cannot fit. Pupils should be able to reject. Ex. - Music--Include cooking, indigestion, etc.
Scramble listings to pick out main idea. ---- Combine reading and writing by giving many details. Pupils then add sentence of main idea. (topic sentence) ---- Use Listen and Read tape #8, "Spotting Topics in Paragraphs." ---- Make a jumbled list of questions. Have pupils fit the questions to specific paragraphs.	Read paragraphs to determine which word does not belong. Students draw a line through the wrong word and substitute a better word. ---- Use puzzle maps. Cut maps into several parts, and insert them into envelopes. Write questions about maps on outside of envelopes. Students assemble maps and answer questions. ---- Scramble significant statements or phrases about story. Students read assignment and find statement that goes with each paragraph. ---- List details of selection in question form. Students read and find details.
Combine writing skills so that students can write topic sentences. ---- Do a cooperative outline of a selection which class has read by listing in outline form the main ideas of the selection. ---- Combine reading and writing skills by supplying many details. Students supply main idea. ---- Students read paragraphs in which the central idea is stated in different positions in the paragraph.	Place main ideas of any subject into column form. Pupils read to get data and then arrange details in proper columns. Example: Location of Tigers | Habits | Food ---- Give students an outline of a selection which they have read. Have main idea of each paragraph in outline. Indicate how many details students are to supply. ---- Have students read article which expresses two points of view on same subject. (Ex.--Teenage Drivers). Students take sides to supply details relevant to their own point of view.

READING OBJECTIVES AND ACTIVITIES

TO ORGANIZE IDEAS: TO ESTABLISH SEQUENCE	TO ORGANIZE IDEAS: TO PREDICT OUTCOMES
Jumble words in a sentence. Have pupils unscramble them to make a sensible statement. ---- Jumble a series of 10 or more numbers. Have pupils rearrange them in a logical order. ---- Write up a short narrative that has some events obviously out of place. Pupils revise. ---- Select five pupils. Write a sentence on board or overhead projector. Have each child supply a sequential idea with the fifth one giving a logical conclusion.	Have class read a story. Stop them at a certain point and have them close their books. Ask them to determine what action should occur next. ---- Try these as experience activities basic to reading: 1. Have class watch a film. Stop it at a certain point and follow procedure mentioned above. 2. Watch a television drama series such as "The Edge of Night." Ask pupils to predict what they think will happen on the next day's program.
Give class a story, article, or series of steps for doing something. Collect material. Ask pupils to reconstruct the ideas orally in sequential order. ---- Give class a title and a series of related words, sentences, or phrases. Have them arrange these sequentially as they might occur in an article or story. Ex. - EXPLORATION: voyage, preparation, discovery, inspiration, financing. ---- Look for main ideas or details in a short story. Then arrange them either in order of occurrence or importance.	Ask a pupil to introduce a story he knows and let another pupil guess the ending. ---- Give students sets of incomplete sentences which they must read and complete sensibly. Some good examples are on p. 42 of the Listen and Read workbook (G-L). ---- Supply pupils with the first half of several news stories. Let them tell how they think the article ended. ---- Assign several pupils who regularly read a certain comic strip to predict the next day's developments.
Do Listen and Read tape #10, "Following the Author's Organization." ---- Have class read a story. Ask each pupil to make up one test question on the story. Collect. Ditto. Distribute to class and have them arrange the questions according to the organization of the story. ---- Have class read a story on the Controlled Reader. Then have pupils arrange the given vocabulary according to the order in which the words appear in the story.	Do a lesson with the Controlled Reader. Stop the film midway and let students suggest the outcome. ---- Have pupils read the first half of a narrative poem such as "The Highwayman" or "The Ballad of East and West" and tell the possible conclusion. ---- Use familiar Western story motif for predicting the ending.

READING OBJECTIVES AND ACTIVITIES

TO ORGANIZE IDEAS:	TO ORGANIZE IDEAS:
RECOGNIZING CAUSE AND EFFECT	RECOGNIZING OTHER RELATIONSHIPS
Establish the concept of this activity by asking, "What would happen if___?" and "What happened and why?" ---- Provide several simple, familiar examples of cause and effect: hen sitting on eggs = baby chicks, eating food = energy and growth, touching hot stove = burn. Have pupils give other examples. ---- Read paragraphs followed by multiple choice questions on cause and effect. ---- Read several short stories to see if there are instances of cause and effect.	Guide pupils in understanding the relationship between: 1. title of a book chapter and paragraph headings 2. title of a book section and paragraph headings 3. Numbers 1 and 2 above and paragraph content 4. Numbers 1, 2, and 3 above and the author's purpose. ---- Study assignment pages of notebooks after the first advisory. Note the relationship of one assignment to another.
Divide class into two groups. One will write cause, the other write effects. Exchange, read, and supply the missing part. ---- Have pupils label one column "Cause" and another column "Effect." Begin by writing one word examples. Progress to phrase and sentence examples. Exchange around class so pupils can read and comment on a variety of ideas. Ex. - 1. germs----------disease 2. sun and rain---plant growth 3. The boy located the owner of some valuable papers. --- The owner rewarded the boy.	Guide pupils into study of other relationships not listed here such as, 1. comparison and contrast 2. theme or similar idea ---- Progress with more able students into more subtle relationships without getting into the objectives of literature: 1. motive and action 2. logical progression of thought 3. form and content 4. impression and actuality 5. reputation and character
Find and list examples of cause and effect in other subject matter books. ---- Build discussion of some reactions which can be both a cause and an effect. Esstablish a series of reactions. Ex. - fear, hunger, grief Read and compose stories and situations which illustrate. ---- Find and list examples of cause and effect in fictional selections and newspaper items.	Use activities of the first two blocks on a more advanced level. ---- Use social studies textbooks as well as magazines to emphasize the relationship of such factors as climate and living: clothing, occupations, housing.

READING OBJECTIVES AND ACTIVITIES

TO SKIM	TO EXPLORE PERIODICALS
Ask factual questions for which answers are to be found quickly by looking at a dictionary, a table of contents, or a telephone directory. ---- Use any textbook and ask pupils to find quickly: dates, amounts of money, proper nouns, italicized or underlined words in a given paragraph. ---- Secure Skimming and Scanning workbooks and textbooks. Do lesson 1, p. 10 in workbook. Read the question. Turn to p. ii in text. Find and record the answer as quickly as possible. Use stopwatch and call time in seconds for each question.	Find what kind of material is contained in certain magazines or journals. ---- Find items of particular interest in certain magazines. ---- Relate certain journals or magazines to occupations or professions. ---- Use the school library to familiarize pupils with periodicals new to them. ---- Classify periodicals according to need or use in the community.
Use Yellow Pages for locating nearest: 1. plumber 2. entertainment agency 3. secretarial service ---- Look for information in a TV Guide. Use Skimming and Scanning materials, p. 16, workbook, p. 23, textbook. Note information given about each program and how it is organized. Read question. Find and record answer. ---- Give each student a page from a newspaper. Allow 1 minute to skim and find as many facts as possible. Exchange papers and repeat procedure.	Assign boys to explore a girls' magazine like Seventeen. Assign girls to explore a boys' magazine like Popular Mechanics. ---- Assign each pupil to find and explore a magazine published for people with a certain interest. (stamp and coin collecting, hunting, photography, interior decorating) ---- Use TV guide, Forecast, and other periodicals of entertainment to see that they help the consumer and promote show business personalities.
Ask questions leading to quick location of specific information. Tell pupils to note italics, heavy print, numbers and dates, capitalized words, underlined words, etc., as they look for answers. ---- Use Skimming and Scanning materials. Do lesson 10, "Index." Note organization of entries and information. ---- Do lesson 6, "Railroad Timetable." Notice how information is divided and what special notes refer to.	Ask pupils to look through adult, highbrow magazines just to see what they are like. (Saturday Review, Atlantic Monthly, Harpers, etc.) Try to interest them in reading at least one article. ---- Have pupils examine some educational magazines and report on an article. (NEA Journal, The Mathematics Teacher, etc.) They may relate some of the material they read to their own school experiences. ---- Have able pupils write articles for periodicals.

SPECIFIC OBJECTIVES IN WRITING

To write legibly

To fill out forms and applications

To punctuate meaningfully

To take messages

To write letters

To write directions

To take notes

To outline

To make smooth transitions

To write summaries

To write stories

To write interpretations

WRITING OBJECTIVES AND ACTIVITIES

TO WRITE LEGIBLY

Get a book on penmanship or purchase a strip with correctly formed letters. Guide pupils in copying and practicing the alphabet, both small and capital letters.

Pupils practice writing names from teacher's sample.

Insist that pupils with very poor handwriting:

1. leave 1/8 inch after each word,
2. leave 1/2 inch after period,
3. make capital letters 1/2 inch high, and
4. rewrite all unacceptable work.

Spend a few minutes occasionally drilling pupils in forming difficult sets of letters correctly:

1. a - o
2. m - n
3. e - i
4. g - q
5. f - t
6. Q - Z
7. h - k
8. v - x
9. u - w
10. u - n

Use script writing.

Copy a short paragraph neatly without blots, erasures, or omitted words. Pupils employ technique of self-evaluation.

Occasionally have pupils exchange written work for evaluation and criticism of each other's penmanship.

Assign pupils to use indexes of various grammar texts to seek guidance on penmanship.

Have pupils copy a short paragraph. Exchange with other pupils who will evaluate on basis of space between letters, words, and sentences; uniform slant; closed tops of A, O, G, Q; dotted i's and j's; and crossed t's.

TO FILL OUT FORMS AND APPLICATIONS

Give pupils copies of forms which they fill out annually for school: registration, school entry, residence certification, student information sheets, etc. These may be duplicated if the supply of real forms is limited. Emphasize the completion of each blank.

Fill out an order form for several items listed in the "Armchair Shopping Section" of your newspaper.

Order seeds from a flower catalog.

Provide sample forms of library cards, questionnaires, bank forms, receipts, money order blanks, standardized tests.

Give out application forms filled with erroneous data. Have pupils point out all flaws and rewrite forms correctly.

Boys taking printing may compose and print a supply of forms for the class to use in practicing.

Check with government agencies and large private businesses to see if they can supply applications in large quantity for classroom use.

Have pupils suggest the data which would be needed to apply for a job. After discussion, each person can draft his own form or application and give it to another pupil to fill in.

Duplicate pp. 387 and 391 in Success in Language, Unit 8, "The Job in Your Future." Also do lesson 5 in this workbook.

Secure forms from the Internal Revenue Service and teach pupils how to complete an income tax return.

WRITING OBJECTIVES AND ACTIVITIES

TO PUNCTUATE MEANINGFULLY	TO TAKE MESSAGES
Copy and properly punctuate the words of a popular song. ---- Use 3M transparencies: Elementary Punctuation, Part I. ---- Write on board a number of word groups including fragments, run-ons, and sentences. Have pupils correct and punctuate. ---- Write a sentence telling about three recent purchases. Put comma after first and second nouns. ---- Write compound sentence about something that happened yesterday using "but" as conjunction. Place comma before "but."	Dictate or play a tape of a simple message which pupils must copy. Increase length and difficulty of message from time to time. ---- Have pupils work in pairs dictating and writing messages for someone else in the class.
Refer to need for punctuation as used in speaking in meaningful phrases. See page 13, column 2. ---- Use Practical English magazine section "Practice Makes Perfect." Ditto or write on board unpunctuated sentences wherein meanings are ambiguous or totally lacking. Have pupils insert punctuation to make sensible statements. ---- Have pupils create and exchange unpunctuated sentences for correction. ---- Use 3M transparencies: Elementary Punctuation, Part II.	Have pupils take notes on the announcements made daily over the public address system. ---- Use teletrainer and C and P workbooks to role play situations in which messages are written down for someone who is not in.
Have pupils distinguish between direct and indirect quotations and then punctuate where necessary. ---- Give pupils copies of unpunctuated conversations which they will correctly punctuate. ---- Use 3M transparencies: Advanced Punctuation. ---- Have pupils write and punctuate statements they have actually made. ---- Using personal experiences, write and punctuate sentences opening with present participles and adverb clauses.	Make pupils responsible for composing actual messages which the teacher wants delivered to another teacher or to the office. ---- Role play a situation at home where the telephone rings and the caller asks for someone who is not there. Write the message clearly, repeating data, and place it where it can be seen. ---- Role play an office scene when a visitor leaves a message for the supervisor.

WRITING OBJECTIVES AND ACTIVITIES

TO WRITE LETTERS	TO WRITE DIRECTIONS
Teach method of writing post cards stressing succinct but clear language, legibility in message and address. --- Write a letter to a cousin who is a sports fan telling him of your school's events. --- Correspond with a graduate of your school who is now in the service. --- Write to a friend who is a bookworm and tell your opinion of the latest novel you have read. --- Invite another class to an activity. They are to respond.	Write a letter giving a friend directions to your house. --- Write directions telling how to reach the following locations by starting from your school: fire station, main library, District Building, nearest hospital, the Hecht Company, D. C. Stadium, skating rink, nearest church, nearest movie, grocery story, etc.
Thank a relative or friend for a birthday gift. Write other forms of social notes such as bread-and-butter letters, invitations, acceptances, regrets, congratulations, get-well notes, notes of sympathy. --- Write to a pen pal in a foreign nation. --- Draw name of classmate from a box. Write him an entertaining letter which he will answer. --- Pretend to be a character in a book, movie, or TV show. Write a letter about your experiences.	Write directions for doing something you, the pupil, can do well. --- Write directions for any one of these activities: cookbook recipes, assembling furniture or toys, mailing packages, making long distance calls, ordering merchandise from a catalog, learning a new dance step. --- Explain in writing how to reach your home from the bus station, train station, or airport.
Have two teachers arrange for classes to write letters to each other. Write all types of letters. Use pseudonyms or secret pal device if desirable. Correct by duplicating or using opaque projector. --- Write business letters; order merchandise, subscribe to magazines, inquire about lost articles. --- Write letters to the editor, to Congressmen, to companies praising or rejecting their products, to apply for jobs, to school papers, etc.	Write a set of rules or directions telling how to behave in a certain situation. --- Give students maps with a route from one place to another clearly indicated by symbols. Pupils are to write out the directions in clear, orderly sentences giving all necessary details. --- Pretend to be the school principal. Write directions to teachers and students telling how to follow the schedule for the day.

WRITING OBJECTIVES AND ACTIVITIES

TO TAKE NOTES	TO OUTLINE
Instruct pupils to 1. write title of material 2. think of key words 3. skim material for key words 4. list main ideas ---- Make notes on a topic from a social studies or science textbook. ---- Discuss increasing need for compressing ideas of communication. Do Listen and Read tape #17, "Compressing Ideas." ---- Teach pupils to use contractions, abbreviations, invented shorthand, math symbols, and to omit articles, connectives, and the verb "to be."	Have pupils list a large number of items in a familiar category, for example, all types of wheeled vehicles. Then help them divide list into groups such as vehicles for work and for play. Add Roman numerals and capital letters in correct form. ---- Fill in skeleton outlines. See Better Work Habits, p. 23, for ideas. ---- Play Listen and Read tape #15 and do the lesson on "Outlining -- Finding the Skeleton in Listening and Reading."
Use a social studies or science textbook which all pupils have during the class period. Have them 1. find table of contents, 2. select 3 or 4 topics which interest them, 3. make up questions which they would like to have answered on each topic, 4. underline the key words in the questions, 5. read the chapters and look for these words, 6. Use these words as a basis for notes. ---- Take notes during a radio or television newscast.	Arrange correctly jumbled outlines which have been constructed by either teacher or pupils. ---- Fill in skeleton outlines with main topics and/or subtopics. Use Reading-Thinking Skills, Level 6, and Better Work Habits, pp. 27-30, as guides. ---- Use a lesson similar to activity 1 on the beginning level. Demonstrate to pupils how each subtopic can be further divided. Example: II. Vehicles for Play A. Two-wheeled B. Four-wheeled
Assign class to practice taking notes while watching TV or a film, or while listening to a speaker. Then develop these notes into an outline. ---- Read a selection to class while pupils take notes. Review notes orally. Then check them by finding in the selection the ideas from which the notes were taken. ---- Have class take notes during an assembly program. ---- Teach pupils to write footnotes for quoted material, and to use 3X5 note cards.	Sort the scrambled lists on pp. 31-38 of Better Work Habits. ---- Use 3M transparencies, "Outlining and Figures of Speech." ---- Use the SRA kit entitled, "Organizing and Reporting Skills."

WRITING OBJECTIVES AND ACTIVITIES

TO MAKE SMOOTH TRANSITIONS	TO WRITE SUMMARIES
Have pupils combine pairs of sentences using transitional words. ---- Have each pupil make up a sentence in a chain story. Check for proper use of transitional words. ---- From printed work and original work, have pupils compile much-used transitional words. ---- Do Listen and Read tape #7, "Using Signs and Signals in Reading."	Write a diary entry. ---- Write book reports. ---- Write minutes of real or imaginary meetings. Use following "Guide for Minutes." 1. Name of organization 2. When and where meeting held 3. By whom meeting was called 4. How many present 5. What motions made and carried or defeated 6. How meeting adjourned and time 7. Minutes signed by ---- Write summary of assignment done for another class.
Ask pupils to create sentences based on their own ideas. Teach them to subordinate the less important ideas. ---- Use 3M transparencies, "Composition: Using Transitions." ---- Write 5 original sentences that contain common linking expressions. Try to use words that add, contrast, explain, or illustrate ideas.	Summarize a radio or TV newscast. ---- Do Listen and Read tape #17, "Compressing Ideas by Abbreviating and Summarizing." ---- Listen to story read or pretaped by teacher. Divide into 2 or 3 parts. Stop after each part and write summary of story up to that point. ---- Write lead paragraphs of news stories using the 5 W's. ---- Compress ideas of lead paragraphs into 4 to 6 word headlines. ---- Compress sentences into titles.
Practice making transitions from one paragraph to another. Stress to pupils that this skill is to be applied in other similar writing activities. ---- Achieve effective transition by writing logical arrangement of ideas: time, place, cause and effect. ---- Provide sentences in jumbled order to be placed in logical arrangement.	Study a poem and then summarize into prose. ---- Study style of book review found in newspaper or magazine. Pupils write review of book entire class has read. ---- Write a movie review. Compare with that of a professional critic. ---- Use a composition done previously. Rewrite using half as many words. ---- Prepare a "Reader's Digest" as a class project using topics or stories of interest to pupils.

WRITING OBJECTIVES AND ACTIVITIES

TO WRITE STORIES	TO WRITE INTERPRETATIONS
Look at pictures and write good story titles which they suggest. Then expand into stories. ---- Make a chain story. First child writes two sentences. Second child adds two sentences and so on. Last child adds title. ---- Write 3 pairs of sentences. Describe an action in the first sentence and give someone's reaction in the second. Select one pair and expand into a story.	Look at a photograph or painting. What is the mood? Turn your imagination loose. Interpret what you see. ---- Write out the lyrics of a popular song. Then write what these lyrics mean to you. ---- Interpret in writing anything seen, heard, or read which is of local, national, or international importance.
Write dialogue heard in actual conversation. Then expand into a story. ---- Write character sketches and short descriptions. Expand into a story. ---- Write a different ending to a classic. ---- Write a story about an exciting personal experience using a series of incidents to build up to a climactic and meaningful conclusion.	Read, look at, and listen to mass media. Select a controversial topic and write your interpretation of its meaning or importance. ---- Imagine that you are a stone, a thumb tack, a blade of grass, a blotter -- anything! Write what it would be like, what you see, hear and feel.
Portray a character through his actions and words. Character may be real or imaginary. Contrast his deeds to his words. ---- Write a modern version of a well-known story. ---- Assign pupils to study another person seen at school, in the street, in a store, etc. Write a story about the person based on his appearance, gestures, conversation.	Read a synopsis of an opera or any dramatic presentation. Create a description of a suitable setting. ---- Give each pupil a picture. Ask him to study it and then write an interpretation based on one of the following elements: conflict, character, mood, possible thoughts, possible dialogue, preceding and following action, point of view, obscure details, unusual or puzzling situation, humor.

A P P E N D I X

Suggested Outline for Unit Plans

Suggested Outline for Daily Plans

A Laboratory Unit

A "Teletrainer" Unit

A Communications Unit

A Newspaper Unit

An Advertising Unit

Students' Occupational Activities

Spelling Tips

Oral Drill Tips

Games Listed Among Activities

An "Introductory Test"

Bibliography and Equipment

This is a sample outline of a unit plan. Each element is sufficiently important to warrant inclusion in any unit plan prepared by the teacher.

OUTLINE OF A UNIT PLAN

I. Title of Unit:

II. Overview:

III. Objectives:

General--

Specific--

IV. Materials and Resources:

V. Topics to be Covered:

VI. Activities:

VII. Culminating Activities:

VIII. Evaluation:

IX. Bibliography:

This is a sample outline of a daily lesson plan. Each item listed should be included in <u>any</u> lesson plan created by the teacher.

DAILY LESSON PLAN GUIDE

Date_____Subject_____Teacher_____

Unit Problem: (only if daily plan is part of a unit plan)

I. Topic for Today:

II. Objectives for Today:

III. Materials, Resources, Equipment:

IV. Motivation:

V. Procedures:

VI. Evaluation:

VII. Summary

VIII. Assignment:

IX. Related Activities:

<u>Notes and Reminders</u>

A SUGGESTED UNIT IN LISTENING AND READING

Overview: Inasmuch as all communications skills are related and frequently used conjunctively, the purpose of this unit is to make pupils aware of the influence of good listening habits on the development of improved reading techniques.

Objectives:

General--To encourage pupils to use their five senses, particularly the sense of hearing, to better interpret and appreciate the material which they read.

Specific-- 1. To interpret pictures using words which appeal to the senses. 2. To listen to, read, and identify words which appeal to the senses. 3. To differentiate hearing from listening. 4. To emphasize the importance of careful listening. 5. To practice listening for one item only. 6. To listen in order to get information on a subject of interest or to satisfy curiosity. 7. To follow directions. 8. To read carefully enough to answer questions on both details and main ideas. 9. To recognize the persuasive words and phrases often included in written matter. 10. To practice previewing material before intensive reading. 11. To interpret the meanings of difficult words involved in a selection before reading it. 12. To identify a reading purpose before beginning to read. 13. To read from left to right and in meaningful phrases. 14. To maintain a certain speed in reading. 15. To demonstrate an understanding of what is read by answering questions on the material.

Materials and Resources:

1. Large, colorful pictures
2. Several descriptive sentences and poems
3. Tape recorder
4. Listen and Read workbook G-
5. Listen and Read tape #2, "Listening and Reading"
6. Listen and Read tape #3, "Words and Your Senses"
7. Any record popular with teenagers
8. A record player
9. An essay, a news editorial, a short story
10. A Controlled Reader machine
11. Controlled Reader workbook D - one for each pupil
12. Any Controlled Reader film D

Topics to be Covered:

1. Importance of using the five senses fully
2. The skill of listening carefully
3. How and why to listen
4. Combining skills in listening and reading
5. Practice in reading skills using different media

Activities:

1. Have pupils name the five senses.
2. Show pictures and ask pupils to describe them using sensory words suggested by each picture. (colors, sizes, shapes, kinds, number, possible smell, taste, touch, or sound)

3. Read several sentences containing colorful words. Have pupils identify them and name the sense to which each appeals.
4. Read several descriptive poems and follow the same procedure.
5. Pass workbooks and ask pupils not to open them until the narrator instructs them to do so.
6. Play tape and follow the narrator's instructions. (tape #3)
7. Write a sentence that gives some definite information. Take turns reading and calling on classmates to repeat it word for word.
8. Bring to class an unusual recipe or the instructions for playing a new game. Read the material aloud, slowly and clearly. Ask questions to see how closely pupils paid attention.
9. Listen to a popular record. Then try to recall the words and identify the instruments.
10. Divide class into groups. Assign each group to listen for a different point as teacher reads an essay, editorial, or short story. (Example: new ideas, good expression, plan of organization, attention getting devices, colorful phrases, facts, opinions, ideas for further study, etc.
11. Have each student select a school subject other than English in which he would like to improve or about which he would like to know more. Then have him choose a relevant radio or TV program that he can watch regularly. After keeping records of all he sees and hears for several days, have him select the items that apply to his particular interest.
12. Play tape #2 and follow the narrator's instructions.
13. Explain to the class the six steps in the Controlled Reading lesson. (See pages 5 - 7, workbook D, E, or F.)
14. Select a story from book D and follow the directions, step by step, in order to familiarize the class with this type of lesson.
15. Use as a guideline the directions in the preview box under the picture of the story you select.

Culminating Activities:

1. Strengthen interest in reading by correlation with music. (See bibliography.)
2. Play series of recordings, "I Can Hear It Now."
3. Supply group of 12 pupils with earphones to listen to tape #20, "The Reading Habit," or tape #19, "Skimming and Scanning."
4. Teach an accelerated group to use the skimming and scanning machine, textbook, and workbook.

Evaluation:

1. Teacher's judgment of improvement in listening habits and general attitude.
2. Pupils' responses to written questions in workbooks.
3. Careful survey of pupils' advisory grades in all subjects.
4. Pupils' fair evaluation evidenced through discussion.

Bibliography:

1. Controlled Reading workbooks and films D
2. Doyle, Mother Melanie. "Correlate Music Appreciation with American Literature," English Journal, XLV (April, 1956), 219.
3. Greene, Harry A. et al. Building Better English 7 & 8, N.Y.: Harper and Row, 1968
4. "I Can Hear It Now," record - Columbia ML 4095, 4261, 4340.
5. Listen and Read workbooks G-L ; tapes #2, 3, 19, 20.
6. Skimming and Scanning textbooks, workbooks

These lessons should be used with a TELETRAINER-a free school service of the Telephone Company

COMMUNICATIONS

A TELEPHONE UNIT TO IMPROVE LISTENING, SPEAKING, AND WRITING. (Script needed)

Step 1: Divide the class into teams of 2 pupils. One works for Company A, the other for Company B.

NOTE: Each "worker" must understand clearly what his company does and its relation to the other company.

Each "worker" must understand the problem involving business in hand. Some solution or conclusions must be written up for the "Boss".

Step 2: The teacher may choose 1 of 2 methods of presenting the "problems":
(a) by "dictaphone" (listening) (tape recorder)
(b) by cards (reading)

Step 3: Pupils may be given opportunity to discuss the problems before using phones. In later lessons similar situations may be worked out "cold".

Step 4: Replay, evaluate, improve.

SUGGESTED "OFFICE" FORM

NAME OF COMPANY OR FIRM OR PERSON

Date_____ Time_____

For: _____

From: _____

Message: _____

_____

By_____

A suggested sample "Problem" below. Have pupils make other companies and names for managers after they have used the 15 in the script.

A. Children's Outlet Co. .. J. Jones B. Best Toy Makers...M. Morrison

We no longer manufacture the "Killem Dead" toys in complete sets. They are now prepared for separate purchase of each part. Total cost is therefore not as listed in the old catalogue.

COMMUNICATIONS

SCRIPT FOR TELEPHONE UNIT OFFICE WORKERS UNIT

This is a telephone unit which includes LISTENING, WRITING, SPEAKING. In these lessons, the teams must listen to the message, write up the message, and telephone the message to the proper person. One member will give the message while another will receive the message.

Some freedom may be allowed in transmitting the message, but language must be correct, brief, clear, and sensible. Remember: Your employer must know by a written memo what business you have transacted.

GROUP 1

A. Winter Publishing Co. J.B.Winter B Atlas B ook Stores A.C.Clorie

There will be a delay in the delivery of all Dell books because of a strike. Please call us.

GROUP 2

A. Cash Costume Co... Alice Mannette B. New Dance Group....Mary Jason

There are no beads available in any pastel colors for the new dance costumes. Please call to discuss a possible substitution.

GROUP 3

A Air-Cargo Haul...M.N. Jones B. Animal Care Association..C.R.Hinton

The Los Angeles Zoo has refused to accept the 2 bob-cats sent in. Their vet stated that the animals are not in healthy condition. What shall we do?

GROUP 4

A. Ready Package Co.. Frank Lovette B. Williams Meat Products..Dave Dawson

We have an unusual problem in that we have never manufactured a plastic box in the 1-quart size. Ours are cardboard boxes; all our plastics are in bag form. We will be happy to serve in one way or another.

COMMUNICATIONS

"PRESENTING ONE'S SELF FOR THE VERY BEST EFFECT" is a major aim in communication.

Activity: Using the telephone--technique for interviews.

Vocabulary: personality--image--style--conceit--truthfulness--bragging--voice timidity--fairness--(ADD OTHER TRAITS PUPILS MAY SUGGEST)

Discussion: What are some paying jobs teenagers might apply for?

child care-- recreation helpers--messengers--telephone-answerers maintenance helpers--delivery helpers--cashiers (ADD OTHERS)

Step 1: During the discussion each pupil should decide which "job" to choose, how or where it was advertised, and who the employer is.

Divide the class into 2 groups. At first Group 1 will be interviewers, then vice versa-Group 1 becomes job-seekers.

Step 2: Class will decide a best "Hello", what information the interviewer will ask for, whether the interviewer will ask specific questions or use tell-me-about-yourself technique.

Step 3: After playing tapes decide whether the firm would be (1) anxious to employ, (2) trythe person, or (3) reject outright.
WHY?

Step 4: Decide on probable improvement. (develop specifics)

SUGGESTED FORM TO BE USED BY INTERVIEWER

JOB OR POSITION IN QUESTION

Name_____ Age_____ Sex_____

School_____ Grade_____

References_____

_____

Comment_____

_____

BY_____ (Name of interviewer)_____

(NOTE)The teacher should decide whether notebook work will be required, etc.

SOME SUGGESTIONS FOR UNITS TO DEVELOP SKILLS IN COMMUNICATIONS

1. "Going into Business". Each pupil prepares to "go into a particular business", and writes letters (or makes phone calls) about it.

   For help from a realtor
   For service of remodeling and decorating
   For ordering furniture or equipment
   For a complaint
   For a "thank you"
   For advertising ideas

2. A community club has a meeting---Writing and reading minutes

3. Prepare, produce, and editorialize ---A Skit

4. Prepare and answer ads

5. Prepare speeches (pro and con) for an idea for a class project

6. Write letters to the editor (Action Line)

7. Prepare a list of suggestions for a book publisher

8. Write some amusing jingles, jokes, etc. for sick children in a hospital

9. Write a "campaign speech"

10. Draw or cut out pictures which will convey a definite idea without words

11. Write good captions for pictures

A STUDY OF THE NEWSPAPER

Point-of-view: What's in a newspaper? Something for everyone: The consumers' viewpoint.

Outcomes expected:
Knowledge of various parts of a newspaper
Knowledge of form of good news copy
Ability to evaluate newspapers
Knowledge of scope and organization of news work
Difference between factual reporting and biased news
Good ideas of what a good newspaper should include
Knowledge that a newspaper is a powerful force in a community
Knowledge of many services a newspaper performs

First assignment:

1. Each pupil will bring a complete daily (not Sunday) paper. Yesterday's paper will do. Each pupil will also provide a large envelope to hold clippings.

2. Agree upon a later date for each pupil to have a scrapbook or package of construction paper to organize and make permanent the work as it moves along.

3. Have each pupil prepare a page to build up a vocabulary of newspaper terms. Let this grow in context. The end of this unit has a list of probable terms. Yours may be longer or different.

STEP I: Overview the complete paper by turning pages and discussing the content. Who in the community needs all these parts?

1. General news
2. Feature stories
3. Editorials
4. Business and finance
5. Sports
6. Obituaries
7. Television-radio guide
8. Amusements
9. Women's pages
10. Comics
11. Advertisements
12. Pictures, cartoons, other graphics

The news story should emerge as the main purpose of a newspaper. Begin at this point.

STEP II: Develop the idea of local, national, and international news. Discuss ways of finding out. Why is our city unique in that it may be all three in news circles? Have samples of all types.

STEP III: Develop idea of news sources. How does the paper get the news? Get samples of by-line, syndication, wire services, as well as regular reporters.

STEP IV: Develop concept of make-up of news story:
Headline
Lead
Development of body or details
Assign this for political, general, sports, fashion, and entertainment articles on local, national, and international basis.

STEP V: Teach the purpose of the lead, a summary: The 5 W's. WORK WELL ON EACH. Stress the idea of fact. The prerogative of the editor to cut articles.

STEP VI: Teach the editorial as different from the news story: fact vs. opinion and/or interpretation.
Find news stories and editorial comments on the same event or issue.

STEP VII: Teach the feature story as different from the news story. A Sunday paper is a good source for this. Columnists' features also provide good material. Discover the wide range of subjects. Pair feature and news stories according to subject matter.

STEP VIII: Work on pictures and their captions: Comic cartoons, editorial cartoons. Note how they make verbal copy come alive.

STEP IX: Teach the masthead. Compare with other papers and discover purpose.

STEP X: Teach ads. Work on this from a dual point of view: as the big source of revenue to the paper, and as a great service to the public.

Classified ads
Display ads
Propaganda

STEP XI: Study special pages: finance, women's pages, tables to give quick overviews, criticisms, amusements, entertainment features, games, puzzles, etc.

STEP XII: Enjoy the comics. Study how some cartoonists use topical issues in their copy.

STEP XIII: Review the entire paper. Go back to the question of the community the paper serves.

STEP XIV: Have everyone bring in a bunch of clippings. Classify them according to some such categories:

Current information
Interpretation
Service
Opinion or argument
Entertainment

STEP XV: Teach how news is "slanted." Statements out of context; incomplete statements; "blowing up" an unimportant part.

STEP XVI: Evaluate your papers. Find articles (news stories or features) which fit the following:

A. Subject categories
1. English
2. History
3. Geography
4. Government
5. Science
6. Economics
7. The arts
8. Homemaking
9. Psychology
10. Religion

B. Hobbies or amusements
1. Travel
2. Aviation
3. Photography
4. Automobiles
5. Stamps
6. Bridge
7. Coins
8. Sports

A UNIT

GENERAL OBJECTIVE: To develop skills in selective purchasing through a study of advertising media, propaganda techniques, products, and prices.

(Specific objectives parallel "steps".)

STEP 1: To introduce pupils to advertising media

Activity 1: Brief informal discussion of kinds of advertising. At end of discussion, students asked to list as many types of media as they can. Possible list:

radio---movies---newspapers---billboards---neon signs---sky writing---mail (samples of products)---magazines---television---flyers---pamphlets

Activity 2: Each student selects a medium of advertisement, writes on a card a brief, but complete description of how it operates.

Activity 3: Students dramatize a radio and a TV commercial. Participants in radio commercial obstructed from view during commercial. Students discuss (orally or in writing) the differences between the two media.

STEP 2: To demonstrate the sensory appeal in advertising and build a dictionary of "sense" terms.

Activity 1: Each student, bring to class a large colorful ad mounted and labeled according to the sense most strongly appealed to. Discuss, classify, and display.

SUGGESTIONS FOR DISCUSSION:

a. After class has had chance to study each ad, one or two from each sense-appeal group may be chosen for deeper study. Remember: the main idea of an ad is to sell a product. Technique: To capture the attention of a prospective buyer. Discuss sales pitch.

b. From the selected ads the class should choose the best and discuss reasons for choice. These reasons should be listed, assembled, and displayed as guide lines to be used later. Included should be comments on:
(1) center of interest
(2) appeal
(3) balance and proportion
(4) phrasing
(5) illustration

Activity 2: Using all the selected ads, students now list the words suggested by the pictures. (Sound words, touch words, smell words, taste words, sight words). Specific terms should be written in notebooks, added to after subsequent discussion, checked and shared. Another method of building this vocabulary is the use of file cards which individual students add to from time to time.

Suggestions for bulletin board display--

Topic: ADVERTISEMENTS APPEAL TO OUR SENSES
(Have two big ears drawn or cut out to head the ads which appeal mainly to the sense of sound; use two big eyes for sight, a tongue for taste, a nose for smell, fingers for touch.)

STEP 3: To demonstrate the emotional appeal of advertising

Activity 1: Discuss the meaning of emotional appeal. Using ads previously brought in, students list primary emotional appeal in each. These will include such as:

protection---comfort---time-saving---labor-saving---beauty---youth---luxury---success---health---humor---pride---sentiment---pleasure---recreation---taste---thrift---glamour

Activity 2: Bring in advertising slogans and discuss what they say and what they imply.

Activity 3: Write slogans and analyze their appeal.

Activity 4: Study propaganda techniques and relate to advertising.

CONCLUDING STEP: To demonstrate judgments relating to these activities

N.B. <u>This unit is one which lends itself to correlation between school subjects. Business, home economics, and mathematics are directly related. When such correlation is jointly planned, the culminating activity would include</u>:

1. Real or simulated shopping through ads
   a. groceries
   b. drugs, cosmetics, sundries
   c. clothing
   d. appliances, furniture
   e. "the big purchase"---real estate, automobiles
2. Checking labels to determine the validity of "bargains"
3. Evaluating the classic phrase "caveat emptor"

SUGGESTED STUDENTS' ACTIVITIES IN COMMUNICATIONS SKILLS

AS THEY RELATE TO OCCUPATIONS

1. Locate and bring in 3 ads for different types of jobs. Formulate 3 or 4 questions of importance not answered in each ad.

2. Make a list of 10 personal qualifications actually required in a set of employment ads. Analyze each in terms of communications skills.

3. Make up an "appearance chart" (either individual or group) related to getting and holding a job.

4. Make up a check list of important behavioral traits for getting and holding a job. Include speaking habits.

5. Make a list of many types of employment in this community. Include the work skills each may involve.

6. Develop a vocabulary of employment terms and their meanings. Examples, unions; tax deductions; fringe benefits; etc.

7. List careers you might like and why. Do the same for occupations you could not enjoy and why.

8. Role play the following:

   a. Make a telephone call concerning a job ad. Have the ad in class.

   b. Make a telephone call asking for a reference.

   c. Participate in job interview.

   d. Discuss "On the Job Training" with a prospective employer.

   e. Tell a friend about an application blank and show how you completed it.

CONCERNING SPELLING....

Spelling, whether handled in direct or incidental approach, is a most important set of skills to be developed. We say "set of skills" because many single elements are involved. There are scores of good texts and workbooks available, as well as excellent units in language books. Effective teaching would surely involve analysis, direct practice, and evaluation.

Spelling the 50 Most-Used Words

I	your	as	me	one
the	have	at	very	would
and	it	this	my	he
to	for	with	get	had
you	that	but	from	go
of	is	on	our	letter
a	will	if	was	been
be	are	do	time	when
in	yours	all	put	she
we	not	so	can	good

Spelling the 50 Most-Misspelled Words

ache	color-	guess	often	they
always	cough	having	pierce	threw
answer	country	hour	read	thought
around	dear	interesting	said	tonight
because	doctor	just	seems	trouble
beginning	done	know	shoes	Tuesday
bought	early	making	some	wear
built	enough	meant	straight	Wednesday
busy	February	money	sure	which
caught	getting	none	swimming	writing

DRILLS TO IMPROVE ORAL COMMUNICATION

The technique, "English as a second language," includes oral drill with 2 basic objectives: to train the ear to hear the sound, and to produce the sound exactly.

Following are samples of the basic types of drills which help students grow in control of the language.

LISTENING DRILL

This most basic drill consists of a series of sentences directing the students' attention to a particular feature. For example, some third person singular verbs which expand into 2 syllables: Her father coaches her before she crosses and plunges into the pool. Then one of the other drills follows.

REPETITION DRILL

The teacher serves as the model by saying the sentences. Response may be choral or individual.

Teacher	Class
She plunges into the pool.	She plunges into the pool.
Jack doesn't ride the bus.	Jack doesn't ride the bus.

SIMPLE SUBSTITUTION DRILL

In this drill pupils supply another word or phrase in the same slot in the sentence.

Teacher	Class
I'm going to look for a job.	I'm going to look for a job.
He's	He's going to look for a job.
They're	They're going to look for a job.

MULTIPLE SUBSTITUTION DRILL

In the simple substitution drill, only one element is changed each time, but in this drill a new element is changed in each sentence. The students must remember what has been said in order to form the new sentence.

Teacher	Class
Jane has a new dress.	Jane has a new dress.
green	Jane has a green dress.
hat	Jane has a green hat.
wants	Jane wants a green hat.
Jack	Jack wants a green hat.

TRANSFORMATION DRILL

Practice is given in changing from affirmative to negative or to interrogative, from singular to plural, etc.

Teacher	Class
(Change to negative)	
I'm going to look for a job.	I'm not going to look for a job.
Jane works in the cafeteria.	Jane doesn't work in the cafeteria.
(Change to interrogative)	
She takes gym today.	Does she take gym today?
Mr. Jones teaches math.	Does Mr. Jones teach math?
(Change to plural)	
He works for the Post.	They work for the Post.
I come to school early.	We come to school early.

EXPANSION DRILL

The students are given a work or phrase to be added to the sentence the teacher gives them.

Teacher	Class
I'm going to look for a job. next week	I'm going to look for a job next week.
after lunch	I'm going to look for a job after lunch.
tomorrow	I'm going to look for a job tomorrow.

Teacher should make up other sentences to fit these types of drills, according to need.

GAMES USED IN ACTIVITIES

1. SIMON SAYS --
The purpose of this game is to listen to follow directions. Divide class into teams. Students must follow directions preceded by "Simon Says." Eliminate all students who follow directions not prefaced by "Simon Says."
Example: Simon says close your books. Simon says sit up straight. Simon says put down your pencils. Stand up. (Eliminate students who do this.)

2. SERIES GAME --
The purpose of this game is to improve listening and concentration habits. Teacher states a series of numbers. Pupils recall and repeat accurately. Extend length of series as time passes. As a variation, numbers in a series may be omitted and pupils may supply missing numbers.
Examples: (a) 1-2-8-9-0
(b) 8-4-3-2-1
(c) 2-3-4-7-9 (What was missing?)

3. WHAT COMES NEXT? --
Read aloud part of a story which is unfamiliar to pupils and have them suggest what will happen next. A variation is to have the narrator begin a story and stop at an exciting point. Call on another pupil to continue the story. Or, you may read a story and pause for students to supply a word.

4. WHAT'S HAPPENING NOW? --
For each of these activities, pupils are to listen and then tell what is happening according to the sounds they hear:
(a) Listen to Occupational Sounds" tape. (Radio Project 390)
(b) Listen to the sounds around you.
(c) Listen to tapes made by the teacher.
(d) Listen to a radio program in class. Use background music for clues.

5. "JOHNNY, GET OUT OF THE KITCHEN!" --
Construct a story based upon sounds heard in a kitchen.
(a) footsteps
(b) rattling of cookie jar top
(c) door opening
(d) cookie jar breaking
(e) crying
Create a series of sounds applicable to other context areas.

6. STUMP THE PANEL --
This is a reading and vocabulary development game based on study of the newspaper. Choose a chairman and a panel of experts. The rest of the class will be challengers. Everyone reads the daily paper carefully to find three statements in three different news stories, each containing a word of challenging meaning. Copy these statements on 3X5 cards, and check word meaning in the dictionary. Example: Phil Regan has <u>stabilized</u> his position as opening day pitcher for the Tigers. (made certain) The chairman calls on each challenger who reads one statement. One of the panel experts tries to give the meaning of the word in no more than 3 words. Someone tallies winning points, one for the challengers and one for the experts. 10 points wins the game.

7. RUSH HOUR --
Have you ever listened to rush hour sounds? Visit a restaurant and listen to the orders given: two over light, one sunny side up. Have students bring to class a list of sounds that they have heard at either a morning, noon, or evening rush hour. Have one child name a sound. Ask another to identify it according to meaning, where it may have occurred, and at which rush hour it may have occurred. Encourage pupils to create real sound effects where possible.

8. COMMAND GAME --

The purpose of this game is to evoke quick, sure answers. The following directions may be read to the class or they may be taped and played to the students.along with the actual game.

DIRECTIONS: This tape will give you practice in responding to instructions you will hear once. You will be asked to respond to the tape. Your teacher or a student assistant will point to the pupil who is to answer. REMEMBER, DO ONLY WHAT IS ASKED---- NO MORE, NO LESS. READY??

1. Stand and in one sentence identify your school.
2. Remain seated and state your full name.
DO NOT STAND TO ANSWER UNLESS YOU ARE TOLD TO DO SO.
3. In a sentence tell us your favorite television program.
4. Name the subject you take at period 1 on Friday.
5. What day of the week is this?
6. Give the first name of the President of the United States.
7. What school did you attend last year?
8. Stand and whistle.
9. Repeat this sentence rapidly: Sally sells sea shells.
10. In a sentence name three famous comic-book characters.
11. Spell "book" backwards.
12. What date is this?
13. What date was day before yesterday?
14. Stand and name three makes of cars.
15. Count from 1 to 10 leaving out 5, 7, and 9.

NOTE: HAVE PUPILS MAKE UP OTHER COMMANDS OF INCREASING DIFFICULTY FOR QUICK RESPONSE.

INTRODUCTORY TEST

1. Read this entire sheet before proceeding further.

2. Write your name, section, and date in the upper right hand corner.

3. Draw a circle around every "e" in this sentence.

4. Divide 2 into 10 and write the answer at the beginning of this sentence.

5. Put a question mark at the end of sentence 7.

6. Underline the third word in sentence 3.

7. Put a check √ mark in front of the odd numbers on this page.

8. Cross out the fifth word in number 4.

9. Write the words "I understand" on the dotted line below.

10. Do only number 2 of this test.

_____

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EQUIPMENT AND MATERIALS

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Tape Recorder

Tachistoscope (Tach X)

Record Player

Radio

Controlled Reader

Teletrainer (from C. & P. Tel. Co.)

Overhead Projector

Opaque Projector

Filmstrip Projector

Materials

Listen and Read
workbooks and tapes

Controlled Reader study guides or cards

Tach-X films
numbers, words

Newspapers -- Magazines

Tapes